



GLOBE-EDU 2022

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ABSTRACTS BOOK

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**9th
Global Conference on Contemporary Issues in
Education
(GLOBE-EDU 2022)**

**Turan University
Almaty Kazakhstan
06 – 07 October 2022**

**ABSTRACTS
BOOK**

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Near East University

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KEYNOTES



Dr. Natalya Khokholova

Kazakh National and Pedagogical University, Almaty,
Kazakhstan

Keynote Title: “Implementation of sustainable development goals in the training of science teacher”

Abstract: Coined by the Russian formalist Mikhail Bakhtin, the term chronotope in 1937 helps the reader scholars to understand the context of the time and socio-economic conditions in which the given text was conceived. Chronotope is an interaction between time and space that provides the full tempo and progression of the provided story. Thus, consideration of this semiotic field generated by the amalgamation of time and space aids readers in understanding the development of the narrative and appreciating its emotion-fused rhythmic effects. The same approach of acknowledging time and space to recognize the issues in Education is advisable to eliminate or deal with them. There are three main issues in the World right now: Crisis in Education, CoVid-19, and Climate Change. Although there is a palpable and overwhelming crisis in Education, it is hard to define this tendency’s specific reasons and chronological line. Contemporary Issues in Education began earlier than the pandemic of CoVid-19 that caused distancing and isolation and made the classroom teaching/learning experience redundant. And perhaps, it is contemporary to Climate Change, an outcome of the inhumane and exploitative methods of men harvesting and using the planet’s natural resources to their dangerous short-term gain. However, the recent studies reveal that the issues in or with Education began with the occurrence of the new language: a language of coding, a digital linguistic unit, the one that can create and augment the alternative and virtual reality, and is making the classical languages subsidiary. This post-millennia phenomenon affected the learners’ ability to keep their focus long enough to tolerate the entire standard fifty- minutes lecture or to finish reading Leo Tolstoy’s masterpiece War and Peace (1869). Therefore, the solution is to come to terms with accepting the new norm, the illusory digital dominance, and by interconnecting it with the traditional methods of searching for the ultimate truth.

Bio: Dr. Natalya Khokholova holds a position of Associate Professor at Yeosu Technical Institute in Tashkent, at the Department of Humanities and also performs her duties as an examination assessment specialist for the Quality Assurance Board. She teaches a variety of courses from Teaching methods of ESL to the Introduction to Economics for the Art and Design department. She received her Ph.D. degree in 2015, from University of Illinois, Urbana-Champaign from the Department of Slavic Languages and Literature.

She is the author of articles on financial adventures of characters of the 19th century Russian novels, and the matters of gender in Soviet film, in Sergei Eisenstein's aesthetics.



Prof. Dr. Jesus Garcia Laborda
Dean of the College of Education
Universidad de Alcala

Keynote Title: "Changes and trends in Teacher Education after the COVID pandemic"

Abstract: This presentation deals with the current challenges that are imposed in the training of teachers in the World. Based on experiences in European teacher training seminars, this paper will review some of the totally necessary aspects such as internships, formative and summative assessment, transnational policies, and significant changes in training in the upcoming situation after the COVID pandemic.

Bio: Jesús García Laborda has a Master's in ESL (University of Georgia), a Master's in Comparative Language and Literature (University of Wisconsin), a Ph.D. in English Philology (Complutense University of Madrid) and a Ph. European in Didactics (Complutense University of Madrid). He has been an assistant professor at the University of Georgia and the University of Wisconsin. He has also been a Visiting Scholar at Penn State University and the University of Antwerp and has taught courses in Colombia, Lithuania, Cyprus, Turkey, and Brazil. He has been principal investigator in four R&D projects and participated in seven more. He has also directed five teaching innovation projects at the University of Alcalá and the Polytechnic University of Valencia. He was director of the Department of Modern Philology at the University of Alcalá (2016-19) and since 2019 he is Dean of the Faculty of Education at the same university. He is also Editor-in-Chief of the journals Global Journal of Foreign Language Teaching, Internal Journal of Learning & Teaching and co-editor of Computer Assisted Language Learning Electronic Journal (SCOPUS), as well as a member of the scientific committee or evaluator of another 15 impact journals (JCR/SCOPUS/ESCI). He is a specialist in language teaching, assessment, educational technology and bilingual education. He has published more than 85 articles indexed in SJR / SCOPUS / WOS <https://www.uah.es/es/estudios/profesor/Jesus-Garcia-Laborda/>



Dr. Kulyash Kaimuldinova

Doctor of Geographical Sciences, Professor
Director of the Institute of Natural Sciences and Geography
Abai Kazakh National Pedagogical University, Kazakhstan

Keynote Title: "Implementation of sustainable development goals in the training of science teachers"

Abstract: "Will be announced"

Bio: Date of birth - July 25, 1966

Professional experience

- ❑ **Assistant Lecturer** Physical Geography dept. Abai Kazakh Pedagogical Institute, Almaty. Sep 1988 – September 1997
- ❑ **Senior Lecturer** Regional Geography dept. Abai Kazakh National Pedagogical University, Almaty. September 1997 – September 2002
- ❑ **Associate Professor** and Senior researcher Regional Geography dept. Abai Kazakh National Pedagogical University, Almaty. September 2002 – September 2006
- ❑ **Head of the Department of Regional Geography and Tourism.** Abai Kazakh National Pedagogical University, Almaty. September 2006 – March 2016
- ❑ **Director of the Institute of Natural Sciences and Geography** Abai Kazakh National Pedagogical University, Almaty. March 2016 - the current time

Education

Doctor of Geographical Sciences, Physical geography **June 2010**
Institute of Geography of the Ministry of Education and Science of Kazakhstan, Almaty, Kazakhstan

Candidate of Geographical Sciences (PhD), Nature protection **December 1998**
Al-Farabi Kazakh National University, Almaty, Kazakhstan

Higher education **1983-1988**
Abai Kazakh Pedagogical Institute, Almaty, Kazakhstan



Prof. Dr. Huseyin Uzunboylu

Professor of Educational Technology

Member, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, **CYPRUS**

President, Cyprus Educational Sciences Association
(Members of EERA & WERA)

Keynote Title: "Internationalization in Higher Education"

Abstract: "Will be announced"

Bio: Prof. Dr. Huseyin Uzunboylu he had completed high school at 20 Temmuz High School in Cyprus. In 1995, his higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year and he has completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu has started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program in the same university, Educational Technology Department of Educational Sciences in 1995 and he has completed his PhD degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University, he was an Associate Professor in 2005 in Ataturk Faculty of Education, and in December 2010, with respect to the members of juries he was appointed as a professor. After doctoral studies he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses that educational sciences and research methods. He coordinated of 'Pedagogy Certificate Program' which was conducted by the University from 1997 to 1999, and since he conducted Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he serves as a Dean of Faculty of Education.

Since 23 October 2019, he is appointed to member of Higher Education Planning, Supervision, Accreditation and Coordination Board by President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised five doctoral and 63 master's theses up to now. He has 103 high-level articles that searching by Web of Science (SSCI, SCI, SCI-Expanded, ESCI); He has 27 searching article and published papers are presented on the international or national conferences. He is editor-in-chief of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals referee within the searching in the Social Sciences Citation Index. Since 2004, he is taking place on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu has a major role

representing KEB-DER and put effort on being a full member of European Educational Research Association.



Prof. Dr. Ablet Kamalov
Turan University, Kazakhstan

Keynote Title: “Will be announced”

Abstract: “Will be announced”



Prof. Dr. Serik Akhanov
Chairman of the Board of the Association of Financiers of
Kazakhstan, Turan University, Kazakhstan

Keynote Title: “Will be announced”

Abstract: “Will be announced”



Prof. Dr. Boris Japarov
Member of European Academy of Science and Arts, Turan
University, Kazakhstan

Keynote Title: “Will be announced”

Abstract: “Will be announced”

Electronic politics and its representations in literature NFTs literature as an example

Tareq Zeyad Mohammed, Iraqi Ministry of Education

Abstract

Since the beginnings of the twenty-first century, the exchange of information on global networks has constituted a new political system. There is no doubt that this (electronic) political system did not come from a vacuum, but was within a cultural and philosophical system that seeks to rule the world in a different way than before. Certainly, literature was not isolated from these new changes, as it was the mouthpiece of the people and their condition in various fields. Literature in the postmodern and postmodern era relied heavily on the use of technology in its production through the positive interaction between the creator and the recipient; By accommodating modern technical variables that may represent in some aspects a contradiction or contradiction with literature, but it exploits them to achieve new breakthroughs, and these technologies are (NFTs). This study is a near prediction for the future of literature globally. And an attempt to lay cultural and cognitive foundations for what I propose to call (the literature of the NFTs) according to a logical sequence that I see as literature globally, according to it. This sequence, which begins with the symbol and then the emoji, which is the new language of the world where you do not need to read or write, is linked to social networks. Through this natural evolution, the literature will reach the (NFTs literature), but what distinguishes this new literature is the documentation provided by the (NFTs) in that they are protected, non-fungible tokens. Interactive literature or techno-literary - which unfortunately the Arabs did not succeed in implementing - paved the way for this transformation in literature, so this study seeks to develop a conception of the development of digital literature from digitally written literature to literature (NFTs) that cannot be stolen or plagiarized in addition to its ease of consumption that eliminates Boredom in reading, which is a shift stemming from the society's orientation to the culture of the image, which represents the most prominent sign of our time, allowing the recipient (critic) to read new literature through the strategies of cultural globalization. The expected areas of the NFTs literature are: (NFTs Poem / NFTs Story / NFTs Criticism). The creator can create a series of interconnected NFTs that represent a poem or short story, and in return for the critic, he can create and direct critical NFTs for this poem or that story. As for the traditional paper criticism field for this new one, it is not achieved except by following the strategies of cultural criticism in dealing with it, due to the ambiguity or difficulty in reaching the founding ideas for creative work, as well as the multiplicity of cultural patterns that fall under the symbols of (NFTs). For every action there must be expected results from it. Here are the results I expect to get: 1- The globalization of the new literary production, because it is spoken in a language that all human beings understand, which is the language of the image. 2- The literature of the NFTs will remove or destroy the fences and boundaries between the literary arts. 3- Eliminate the differences between the marginal / margin (the image) and the center (the paper / writing). 4- Attracting new consumers to literary works.

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Understanding context: An essential factor for educational change success

Yousif A Alshumaimeri, King Saud University

Abstract

Contemporary pedagogical experts have stressed the importance of context in education as a critical determinant of the success of learning outcomes. These recent arguments stem from earlier scholars who claimed that the context of education is often taken for granted, although its influence on teaching and learning is crucial. Perhaps the main reason the context of learning is often ignored is that it has been defined vaguely over the years. Educational context is less understood because it comprises many aspects, including culture, history, social factors, and national ethos, influencing people's perceptions and understanding. The relationship between context and education outcome remains unclear due to the lack of a clear definition. Since context plays a vital role in influencing education outcomes, ambitious policies on educational reforms must consider the context of learning to be implemented successfully.

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The structure and formation of creative competence of an elementary school teacher

Aigul Esenkeldykyzy Akhmetsapa, Zhetysu University named after I. Zhansugurov

Huseyin Uzunboylu, Near East University

Abstract

The creative competence of an elementary school teacher is an intellectual and pedagogical value, the level of its formation is one of the factors affecting the success of pedagogical activity. It includes the creative orientation of the individual, the creative possibilities of the individual, value orientations, the scientific-theoretical and methodological training of the teacher, the originality and uniqueness of judgments, and the productivity of activities in non-standard situations. The importance and relevance of the problem under consideration require methodological and theoretical substantiation. The main functions of the creative competence of the primary teacher can be understood based on the specifics of his activity, the diversity of communication opportunities for creative self-realization. Taking into account these features, we have identified the following main functions of creative competence: cognitive, creative, research, reflective. Each function shows the diversity of solving pedagogical problems and emphasizes the multidimensionality of the content of pedagogical activity in elementary school. Currently, there is an acute problem of preparing primary school graduates with a non-standard mindset for additional education in basic school. Observations from our study show that a creative teacher can most successfully nurture a creative student. In turn, the formation of creative competence is most effectively carried out in self-educational activities. In order to clarify a more complete picture of the readiness of primary school teachers to form their creative competence, a three-year teaching experience is considered. We divide the categories: up to 25 years (up to 5 years), from 25.45 years (work experience up to 20 years), over 45 years (work experience more than 20 years). The data of our study show that 77.4% of primary school teachers of the first category do not feel the need for independent learning and are not ready to form creative competence aimed at organizing the creative activity of students, 21.2% of such teachers of the second category, the third category increased to 33, 3% If teachers of the first category (up to 25 years old) are considered to have formed all the necessary competencies at the university, A.M. Novikov points out: "A society in which education has become a real capital and main resource makes new and tough demands on the school for its educational activities and responsibility for it. Today it is necessary to rethink what teaching is, what a trained person is". The second category (from 25 to 45 years) has work experience for which professional development and the realization of creative potential in self-education are relevant. The third category (over 45), despite the achievement of a certain social and professional status, is ready to exchange experience with teachers belonging to the first and second categories, and at the same time requires constant development. Thus, teachers of different age groups feel the need to develop creative competence. As a result of the study, we believe that the creative competence of the primary school teacher for our study is the re-education of the personality, which we understand as an important professional quality. Personal characteristics and opportunities that are formed in self-educational activity, combining the systemic manifestation of creativity and productive activity, create the basis for understanding the educational situation from different points of view, contribute to the development of new activities for young students, taking into account age-related characteristics.

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Exploring the Compelling Rationale to Include Programming in the K-12 Curriculum

Iman H. Aljameel, Curriculum and Instruction Department, College of Education King Saud University

Abstract

The primary objective of this literature review is to explore the justification for including programming and coding in K–12 curricula. Additionally, it considers the value of teaching computational thinking and programming principles, pedagogical strategies, and the advantages and drawbacks of teaching programming to young students. Most studies acknowledge that programming courses effectively motivate and engage students and achieve learning objectives. However, research reveals that teachers lack the skills to teach programming, and even seasoned educators may find it challenging to develop and implement the necessary pedagogical strategies. Researchers recommend using frameworks based on sociocultural theories of learning, increased resources and training, student-centred instruction, and lowering teacher workload, which has led various nations to re-evaluate their curricula. Finally, the review concludes by suggesting the need for more research on how teaching and learning programming affects learning in other academic disciplines.

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